LEARNING MOTIVATION MEDIATES THE INFLUENCE OF SELF-EFFICACY AND SPEAKING ANXIETY ON ENGLISH SPEAKING ABILITY

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Abstract: Speaking English is a challenge that is considered difficult due to a lack of self-efficacy and motivation to learn, which causes anxiety. Therefore, this research tries to find out how self-efficacy influences students and reduces anxiety about speaking English so that it can increase students' learning motivation in English-speaking skills. It is essential to see the strategies lecturers use to enhance self- efficacy, understand motivation, and reduce anxiety in speaking English. Several studies have examined learning motivation in improving English speaking skills, yet they did not specifically address factors, influences, and strategies related to self-efficacy and speaking anxiety. In this research, there were 136 respondents. They were university students in Jakarta, Indonesia. The data collection method used a questionnaire processed using SEM PLS version 3.2.9. This research found that several variables positively affected motivation to learn English, such as self-efficacy, speaking anxiety, and English-speaking skills. In addition, several variables can directly influence positive values on English-speaking skills, such as self-efficacy and learning motivation, and negative values on English-speaking skills, such as speaking anxiety. Apart from that, there is a direct positive influence on several variables that can influence speaking skills through controlling learning motivation, including self-efficacy and anxiety in speaking English.

Keywords: *English Skills, Learning Motivation, Self Efficacy, Speaking Anxiety, Speaking English*

INTRODUCTION

The use of English in the current era has become one of society's needs in facing global competition. English has played an important role not only in education but also in learning in schools and colleges. English is a lesson that includes assessing a person's ability and proficiency in using English. One aspect of learning that is of sufficient concern in English classes is the speaking aspect, better known as speaking skills, where learning speaking skills provides students with time and opportunities to use English orally and practice their respective communicative skills. In English lessons, we certainly face different challenges. The challenges students face in learning to speak in English class also impact the process and results of students' English learning in class, making it more optimal.

Self-efficacy is closely related to a person's beliefs regarding their ability to produce specific achievements (Hoang & Wyatt, 2020). It is reinforced by Truong & Wang (2019) statement that high self-efficacy will make students perform well in the English learning process. Self-efficacy is very important for student engagement in the learning process and is a channel for the formation of student behavioral, cognitive, and motivational engagement in the classroom. One of the obstacles to learning is students' self-confidence in their ability to speak English, which makes them passive, afraid, and embarrassed to talk in English (Puozzo & Audrin, 2021). Therefore, most students still need help to answer the teacher's questions in English. Some are silent when asked, although some students can answer questions well. Research shows that people with high levels of speaking anxiety are usually not perceived positively by others because they are considered unresponsive, uncommunicative, challenging to understand, incompetent, task-oriented, and unproductive (Wu et al., 2022). The same thing was also conveyed by Hermagustiana et al. (2021) that individuals who experience anxiety show fear and avoidance behavior, which often interferes with their performance in life and academic situations. Students are equipped with the courage and confidence to speak English in class, and motivation plays an essential role in the learning process. According to Pramadanti (2022), motivation has two functions, namely intrinsic and extrinsic. Intrinsic motivation is when people have a solid responsibility to learn to speak.

Conversely, people who are extrinsically motivated rely on circumstances outside of themselves to fuel their passion for learning. As a result, incentive pushes people to show what they have learnt. Along with intelligence or prior knowledge, motivation is a determining element. English language proficiency has become crucial in today's globalized world for a variety of reasons, such as employment, education, and cross-border communication. English is a communication tool that makes it possible to acquire more thorough knowledge and information. Therefore, improving English language skills has become a significant focus for many individuals, especially students. One crucial factor influencing success in learning English is self-efficacy or an individual's belief in their ability to succeed in specific tasks. Self-efficacy is essential in determining the effort to be expended, persistence in the face of difficulties, and overcoming challenges. Students with high self-efficacy tend to have stronger learning motivation because they believe they can achieve their expected learning goals (Chauvin et al., 2020).

Furthermore, anxiety about speaking English is a common problem that students often experience. This anxiety can come from various sources, such as fear of making mistakes, discomfort when speaking in front of others, or previous negative experiences. Lin et al. (2022) explain that speaking anxiety can hinder students' ability to communicate fluently, reduce their participation in classroom activities, and ultimately hinder the development of their language skills. Additionally, high anxiety can also affect learning motivation, as students may feel anxious every time they have to speak or even think about speaking English. Therefore, reducing anxiety about speaking English is essential to increasing learning motivation. Asih et al. (2021) said that to increase self-efficacy and reduce anxiety in speaking English to increase learning motivation, students in class often face various problems that can affect their learning process.

Some of these problems include a lack of self-confidence in English language skills, which often comes from previous negative experiences, such as failure or harsh criticism when speaking English. As a result, students may struggle with low self-confidence and a lack of positive feedback, often comparing themselves to other students. Another issue is the high levels of speaking anxiety, include fear of negative judgment or being laughed at by classmates or teachers. This fear can hinder their ability to participate actively in class. Additionally, an unsupportive classroom environment can give feelings of insecurity and reluctance to speak. Less inclusive teaching methods also contribute to the problem, especially when teaching focuses mainly on specific aspects of the English language, such as grammar or writing skills, while speaking skills are neglected, reducing students' motivation to speak. Finally, in highly competitive class dynamics, students may feel intimidated and anxious, especially if they perceive themselves as unable to compete with their classmates.

According to Tambunsaribu & Galingging (2020), the way to overcome speaking anxiety and increase self-efficacy is to use social skills training to help students develop better communication skills and overcome speaking anxiety, such as providing role-playing exercises and group discussions. It is also supported by Maryam et al. (2019), who mention that giving assignments that gradually increase difficulty helps students build self-efficacy. Emphasize the importance of successful experiences to build self-confidence and the importance of a learning environment that is supportive and free from excessive criticism to create a more relaxed atmosphere and increase learning motivation. By understanding these factors and implementing appropriate strategies, educators and students can overcome speaking anxiety and increase self-efficacy in learning English (Xue & Ardasheva, 2019).

Although previous studies provide in-depth information regarding this issue, the discussion is still in the context of teaching and learning speaking in general. The current research tries to raise a similar problem by limiting the focus of inquiry to aspects that are rarely discussed but often faced by students, namely lack of self-efficacy and anxiety about speaking English in class. By conducting this research, the researchers hope to fill gaps in the literature and identify more unique findings that certainly contribute to the topic. This research tries to answer the following research questions: (1). What factors can increase student efficacy towards learning motivation in English speaking skills? (2). What influences students' speaking anxiety on their motivation to learn English speaking skills? (3). How do they eliminate their anxiety and increase their self-efficacy in speaking English?

METHODOLOGY
Subjects

This research aims to determine efforts to increase self-efficacy and decrease anxiety in speaking English and learning motivation through English language skills, namely for students in the second semester of the Management Department, ASA Indonesia University. This research involved second-semester students from three separate classes. The author used a survey method for his research, and a quantitative approach using Partial Least Squares (PLS) analysis to test the structural model and relationships between variables. The participants in this research were taken from non-probability sampling, namely purposive sampling (Barella et al., 2024). Then, the author distributed a questionnaire using Likert scale questions using five indicators: Strongly agree – 5; Agree – 4; Not sure – 3; Disagree – 2; and Strongly disagree – 1

for students aims to explore and analyze the relationship between self-efficacy, speaking anxiety, and learning motivation in the context of English learning, as well as to evaluate the role of English language skills as a mediator in this relationship. The number of students participating in this research was 136 students.

Design and Procedures

This research aims to assist in developing strategies or interventions that can increase students' self-efficacy and English language skills, as well as reduce speaking anxiety, to ultimately increase students' learning motivation in the context of English learning. The strategies include success-based learning, modeling, constructive feedback, communicative approaches, technology and media, gradual approaches, simulations, role-playing, and collaborative activities. Apart from that, this research also aims to explore students' perceptions of this strategy. This research was attended by 136 undergraduate students, consisting of 83 female and 53 male students. They were informed about the purpose of the study and asked for their consent to participate. This research was conducted at a private university in Jakarta, Indonesia. It used purposive sampling, and participants were taken from English course students. They are in their first year of study.

Data Collection and Data Analysis

The instrument used to collect data was a survey questionnaire using Likert scale questions using five indicators: Strongly agree – 5; Agree – 4; Not sure – 3; Disagree – 2; and Strongly disagree – 1. Then, the researcher collected data using Google Forms and analyzed it using smart PLS 3.2.9. According to Hair et al. (2011), the data analysis process includes data reduction, presentation, and conclusion. First, the researcher asked students to fill out a questionnaire that was given with the aim of the author being able to analyze the relationship between self-efficacy, speaking anxiety, and learning motivation in the context of English learning, as well as to evaluate the role of English language skills as a mediator in this relationship. Next, the researcher presents the summarized data collection, which shows that the information is organized and explained through the data obtained, which has been analyzed through Smart PLS. The researcher completes the procedure by summarizing the findings.

The questionnaire was distributed to students after class ended. Once the data was collected, a series of analysis steps were conducted, including (1) reporting information about the number of sample members who did and did not return the survey, (2) determining responses, (3) providing a descriptive analysis of the data for self-efficacy, speaking anxiety, learning motivation and English language skills, (4) identifying statistics to test inferential research questions, and (5) presenting results in tables and interpreting statistical test results (Creswell & Creswell, 2018).

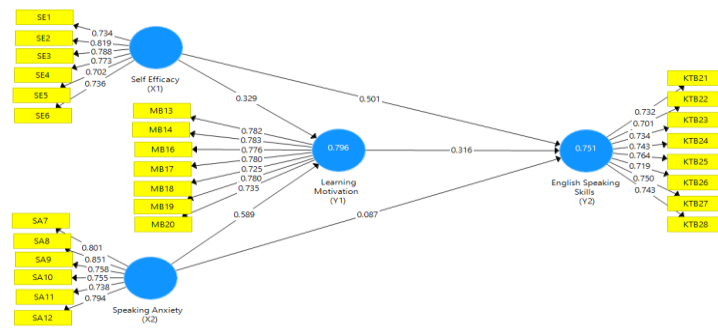**FINDINGS AND DISCUSSION**
Findings

Figure 2. Structural Model

The following table presents descriptive data analyzed to determine self-efficacy, speaking anxiety, learning motivation, and English language skills.

Table 1. Measurement Model Evaluation

Variable	Indicator	Outer Loading	Composite Reliability	Cronbach's Alpha	Average Variance Extracted (AVE)
Self-efficacy (X1)	Magnitude	0.734	0.891	0.853	0.577
		0.819			
	Generality	0.788			
		0.773			
	Strength	0.702			
		0.736			
Speaking Anxiety (X2)	Fear of communication	0.801	0.905	0.874	0.614
		0.851			
	Exam anxiety	0.758			
		0.755			
	Fear of getting a negative evaluation	0.738			
		0.794			
Learning Motivation (Y1)	Attention	0.782	0.909	0.883	0.587
		0.783			
	Relevance	0.776			
	Confidence	0.780			
		0.725			
	Satisfaction	0.780			
		0.735			

English Speaking Skills (Y2)	Vowel Precision	0.732			
		0.701			
	Voice Intonation	0.734	0.904	0.879	0.542
		0.743			
	Speech Accuracy	0.764			
		0.719			
	Smooth	0.750			
		0.743			

As can be seen from Table 1 above, each component's correlation value is higher than 0.700. All chosen data points with coefficient values higher than 0.700 are likewise included in this figure. It demonstrates that every variable employed in this study satisfies the standards or criteria for reliability and validity (Hair et al., 2011). In addition, PLS measures the appropriateness of each component using Cronbach's Alpha values and composite reliability. In this instance, if the value (CR) is greater than 0.7, indicating that the data's components are in good arrangement. Furthermore, the construct is unreliable because the AVE value is more significant than 0.5. So, in the table above, the AVE values for all variables range from 0.542 to 0.614, which shows that they all meet the AVE standard. Therefore, every currently available variable is valid or safe to create latent variables.

Table 2. Discriminant Validity-Fornell Lacker

Variable	Self-efficacy (X1)	Speaking Anxiety (X2)	Learning Motivation (Y1)	English Speaking Skills (Y2)
Self-efficacy (X1)	0,760			
Speaking Anxiety (X2)	0,877	0,784		
Learning Motivation (Y1)	0,846	0,878	0,766	
English Speaking Skills (Y2)	0,845	0,804	0,816	0,736

Table 2 displays the highest value for each variable: Self-Efficacy (0.760), Speaking anxiety (0.784), Learning Motivation (0.766), and English-Speaking Skills (0.736). Suppose it can be shown that each variable has a search factor value that is greater than other latent constructs. In that case, discriminant validity can be considered valid based on these findings. As a result, discriminant validity may be regarded as accurate (Sarstedt et al., 2020).

Table 3. Determination Coefficient Test (R square)

Variable	R Square	R Square Adjusted	Interpretasi Hasil
Learning Motivation	0.796	0.792	Medium
English Speaking Skills	0.751	0.746	Medium

Table 3 shows that the model has moderate power if the R-square value for a variable is above 0.50 (Hair et al., 2011) because the R-square value for motivation to learn English is 0.796. The R-square value for English language skills is 0.751, so it can be concluded that this model variable is included in the medium category.

Table 4**.** Prediction Accuracy Test (Q2)

Variable	SSO	SSE	Q^2 (=1-SSE/SSO)
Learning Motivation	952,000	519,146	0,455
English Speaking Skills	1088,000	656,856	0,396

According to Henseler et al. (2009), just like measuring effect sizes, the guidelines for determining how accurate a prediction is are 0.02 (small), 0.15 (medium), and 0.35 (large). Based on Table 4, the prediction accuracy value for the learning motivation variable is 0.455, and English-speaking skills are 0.396 w, which is more significant. So, both have excellent prediction accuracy.

Table 5. F Test

Variable	F Square	Result
Self-efficacy (XI) -> Learning Motivation (Y1)	0,122	Medium
Speaking Anxiety (X2) -> Learning Motivation (Y1)	0,393	High
Self-efficacy (XI) -> English Speaking Skills (Y2)	0,208	Medium
Speaking Anxiety (X2) -> English Speaking Skills (Y2)	0,005	Small
Learning Motivation (Y1) -> English Speaking Skills (Y2)	0,082	Small

To determine whether the missing construct significantly affects the endogenous construct, compute the effect size (f2) in the model (Sarstedt et al., 2020). The effect size is considered small if the f2 value is less than 0.02. F2 = 0.15 indicates a medium effect size, whereas f2 = 0.35 indicates a significant effect size. Speaking anxiety has a significant impact on learning motivation self-efficacy has a mild influence on English speaking abilities, speaking anxiety has a negligible influence on English speaking abilities, learning motivation has a negligible impact on English speaking abilities, and self-efficacy has a moderate influence on learning motivation, according to Table 5.

Hypothesis testing is to find out whether there is an influence between the variables in the model. The relationship between variables is significant if the T-statistic is greater than the T-table and the P-value is less than 0.05 (Henseler et al., 2015). In this study, the T-table used was 1.96. Table 6 contains information on path coefficients, T-statistic values , and P-values obtained from the results of Smart PLS bootstrapping calculations. The information in this table is a reference for evaluating hypotheses. It is shown in table 6 as follows:

Table 6. Path Coefficient

Variable	Coefficient	Sample Mean	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Conclusion
Self-efficacy -> Learning Motivation (H1)	0.329	0.331	0.089	3.676	0.000	Accepted
Speaking anxiety -> Learning Motivation (H2)	0.501	0.503	0.085	5.883	0.000	Accepted
Self-efficacy -> English Speaking Skills (H3)	0.589	0.590	0.085	6.963	0.000	Accepted
Speaking anxiety -> English Speaking Skills (H4)	0.087	0.088	0.107	0.812	0.417	Rejected
Learning Motivation -> English Speaking Skills (H5)	0.316	0.315	0.102	3.112	0.002	Accepted
Self-efficacy -> Learning Motivation with English speaking skills as mediation (H6)	0.104	0.104	2.290	2.290	0.022	Accepted
Speaking anxiety -> *Learning Motivation with English speaking skills as mediation* (H7)	0.186	0.185	2.846	2.846	0.005	Accepted

Table 6 shows that six hypotheses are accepted, namely hypotheses H1, H2, H3, H5, H6, and H7, and one hypothesis is not accepted in hypothesis H4. It means that learning motivation is influenced by self-efficacy and anxiety about speaking English. While language skills are influenced by self-efficacy, speaking anxiety does not affect English-speaking skills, and English-speaking skills also influence learning motivation. Then, English speaking skills mediate the influence of self-efficacy and speaking anxiety on learning motivation.

Discussion
The Influence of Self-Efficacy on Motivation to Learn English (H1)
The results of testing the first hypothesis regarding the path coefficient show that there is a path coefficient value of 0.329 (positive) between self-efficacy and motivation to learn English, with a T-statistic value of 3.676, which is greater than the T-table of 1.96, and a P-value of 0.000 is more significant than 0.05. The regression results show that the first hypothesis is accepted. Thus, self-efficacy has a significant effect on motivation to learn English. Kuo & Kuo (2024) and Kurniawati et al. (2022) conclude that self-efficacy influences motivation to learn English. In his research, he explained that self-efficacy is a person's belief in their ability to understand and use English well. Self-efficacy positively impacts their motivation to learn English, so they have the independence and perseverance to face challenges and achieve their goals. Thus, a positive self-perception of their English language skills influences their

attitudes and behaviour in the learning process, strengthening their drive to continue developing and improving their English skills.

The Influence of Self-Efficacy on English Speaking Skills (H2)

The results of testing the second hypothesis regarding the path coefficient show a path coefficient value of 0.501 (positive) between self-efficacy and English-speaking skills with a T-statistic value of 5.883 above the T-table and a P-value of 0.000 below 0.05. The regression results show that the second hypothesis is accepted. Thus, self-efficacy has a significant effect on English speaking skills. Wene & Vantaosen (2023) and Zaki & Lintangsari (2023) found that self-efficacy influences English language skills. In his study, he explained that self-efficacy, or self-efficacy, is a person's belief in their ability to succeed in specific tasks or achieve certain goals. This concept is essential in education and skills development, including English-speaking skills. Overall, self-efficacy plays a critical role in determining how effectively a person can learn and master English-speaking skills because this belief in one's abilities encourages them to try harder, overcome obstacles, and continue to grow in their use of the English language.

The Effect of Speaking Anxiety on Learning Motivation (H3)

The results of hypothesis testing regarding the third path coefficient show that there is a path coefficient value of 0.589 (positive) between learning anxiety and motivation to learn English with a T-statistic value of 6.963, which is greater than the T-table, and a P-value of 0.000 which is smaller than 0. .05. The regression results show that the third hypothesis is accepted. Thus, speaking anxiety has a significant effect on motivation to learn English. Jodai et al. (2018) and Kiruthiga & Christopher (2022) found that learning anxiety influences motivation to learn English. In his study, he explained that anxiety in learning English can affect a person's motivation to learn. Anxiety can arise for various reasons, such as fear of making mistakes, uncertainty about English language skills, or lack of confidence in communicating in English. Thus, anxiety in learning English can significantly impact a person's learning motivation. It is essential to identify the sources of anxiety and develop strategies to manage them so that they do not hinder motivation and progress in English language learning. It involves using relaxation techniques, increasing self-confidence, and seeking support from teachers or peers.

The Effect of Learning Anxiety on English Speaking Skills (H4)

The results of testing the fourth hypothesis regarding the path coefficient show that there is a path coefficient value of 0.087 (positive) between learning anxiety and English language skills with a T-statistic value of 0.812, which is greater than the T-table of 1.96 and a P-value of 0.417 which is more significant from 0.05. The regression results show that the fourth hypothesis is rejected. Thus, speaking anxiety does not affect English language skills. Palupi et al. (2022) found that speaking anxiety did not affect English language skills. In her research, she explains that English-speaking anxiety can have a marked impact on a person's speaking skills through various means, such as anxiety arising from academic pressure, fear of evaluation, worry about grammatical errors, reduced verbal interactions, or reliance on non-verbal communication. Therefore, managing anxiety and seeking support when learning to speak English is essential to help individuals achieve better speaking skills.

The Influence of Learning Motivation on English Speaking Skills (H5)

The results of testing the fifth hypothesis regarding the path coefficient show that there is a path coefficient value of 0.316 (positive) between learning motivation and English language skills with a T-statistic value of 3.112, which is greater than the T-table of 1.96 and a P-value of 0.002 which is more significant from 0.05. The regression results show that the fifth hypothesis is accepted. Thus, learning motivation has a substantial effect on English language skills. Kunah (2022) and Maming et al. (2023) found that learning motivation influences English speaking skills. In his study, he explained that a person's motivation to learn can significantly impact his speaking skills in English because motivation is an essential component in determining how much effort a person will make to achieve his academic goals. In language learning, motivation can influence how often a person practices and interacts with the language and how quickly they reach higher levels of expertise. Thus, learning motivation can be a significant factor in improving one's English-speaking skills because it can influence engagement, consistency of practice, self-confidence, and exposure to the language.

The Influence of Self-Efficacy on Learning Motivation with English Speaking Skills as Mediator (H6)

The results of testing the sixth hypothesis regarding the path coefficient show that there is a path coefficient value of 0.104 (positive) on self-efficacy towards learning motivation through English language skills as mediation with a T-statistic value of 2.290 which is greater than the T-table of 1.96, and a P-value. A value of 0.022 is more significant than 0.05. So, the regression results show that the sixth hypothesis is accepted. Thus, self-efficacy significantly affects learning motivation through English-speaking skills such as meditation. Kurniawati et al. (2022) found that learning motivation mediates self-efficacy in English language skills. In his research, he explained that self-efficacy significantly influences learning motivation and English language skills. It is because self-efficacy is a person's belief in their ability to achieve specific goals or complete tasks. In terms of learning English, self-efficacy will influence a person's motivation to learn and their English speaking skills. Therefore, educators and learners must emphasize and strengthen self-efficacy in learning English. Things that can be done are providing positive feedback, providing challenges appropriate to ability level, and creating a learning environment that supports and builds confidence in communicating in English.

The Effect of Speaking Anxiety on Learning Motivation with English Speaking Skills as Mediation (H7)

The results of testing the seventh hypothesis regarding the path coefficient show that there is a path coefficient value of 0.186 (positive) for speaking anxiety on learning motivation through English language skills as mediation with a T-statistic value of 2.846 which is greater than the T-table of 1.96, and a P-value. A value of 0.005 is more significant than 0.05. The regression results show that the seventh hypothesis is accepted. Thus, speaking anxiety has a significant effect on learning motivation through English language skills such as meditation. The same thing was also expressed by Wu et al. (2022). In the research, he found that speaking anxiety on English speaking ability was influenced by the mediation of learning motivation. In his study, he explained that speaking anxiety has a significant influence on learning motivation,

and English language skills mediate this influence. It means that speaking anxiety can reduce English speaking skills and ultimately reduce motivation to learn. Therefore, overcoming speaking anxiety and improving English skills is essential to increase learning motivation. Efforts focused on reducing anxiety and improving speaking skills can significantly increase an individual's learning motivation. Thus, English-speaking skills are crucial in how English-speaking anxiety affects learning motivation. People who overcome anxiety and develop better speaking skills tend to feel more motivated to learn. Conversely, if anxiety hinders speaking skills, motivation to learn will also be negatively affected.

CONCLUSION AND SUGGESTION

This study shows that self-efficacy, learning anxiety, and English-speaking skills can positively influence motivation to learn English. Additionally, the variables that positively influence English-speaking skills include self-efficacy and motivation. However, anxiety about learning English does not have a direct effect on English-speaking skills. Meanwhile, variables that can positively influence English speaking skills by indirectly mediating learning motivation, namely learning efficacy and learning anxiety, have proven influential. Because this research was conducted at a private university in Jakarta, it cannot represent EFL students at all universities in Indonesia, especially in terms of English-speaking ability.

Therefore, in the future, this type of research should involve students from more universities in Indonesia as research respondents. Based on the results of this test, to increase self-efficacy and reduce anxiety in speaking, especially in the context of English language skills, learning motivation can be improved, such as a. Speaking practice experience provides opportunities for students to practice speaking in English as much as possible, this can be done through speaking activities such as debates, presentations or group discussions. The more often they practice speaking, the more confidence they will have. b. Provide positive feedback on their speaking skills. Show appreciation for their efforts and praise them for any progress they make. It will help increase motivation and build their self-confidence. c. Building a supportive environment where students feel comfortable speaking English without fear of criticism or negative assessment will motivate them to participate in speaking activities by creating something positive. d. Provide challenges that match their abilities, not too easy or too difficult in the tasks given so as not to reduce their motivation. Ensure the assignments are challenging but achievable so students feel motivated to improve their speaking skills. e. Using assistive technology to enhance English speaking skills. Many apps and online platforms are specifically designed to practice English speaking skills, such as pronunciation, vocabulary, and conversation. The use of technology makes learning more interactive and fun.

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